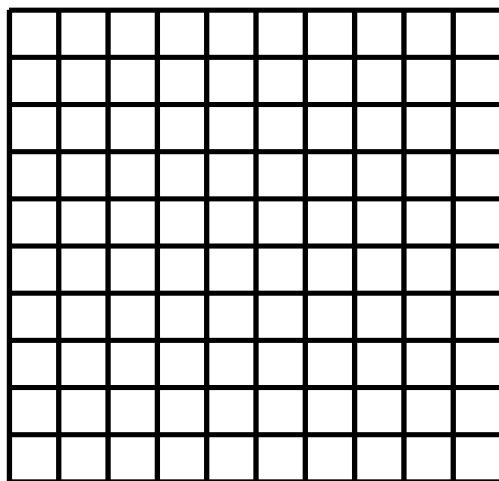
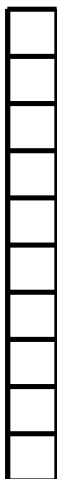


# Introduction of Decimals

Help students understand that this is called a flat and is worth one whole.



This figure is called a rod and is worth one-tenth or 0.1. It is called one-tenth, because it is one out of ten that make up one whole.



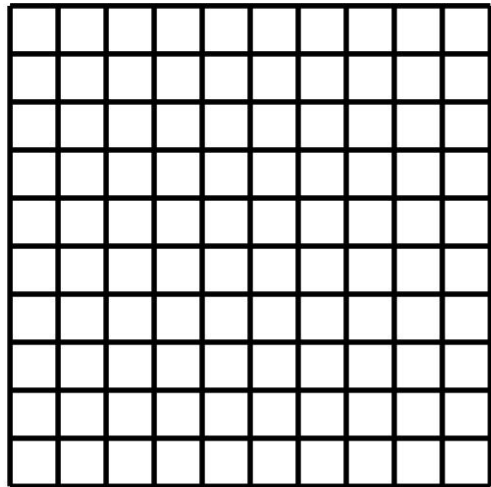
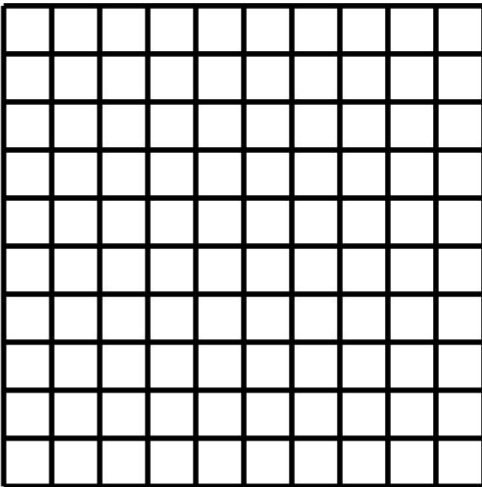
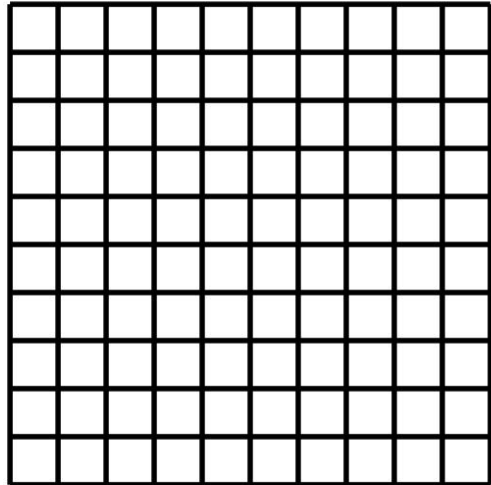
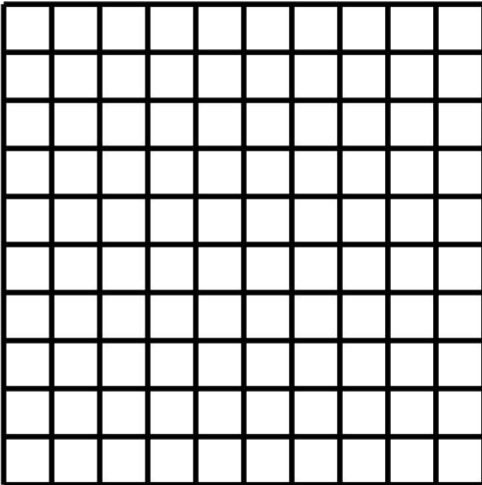
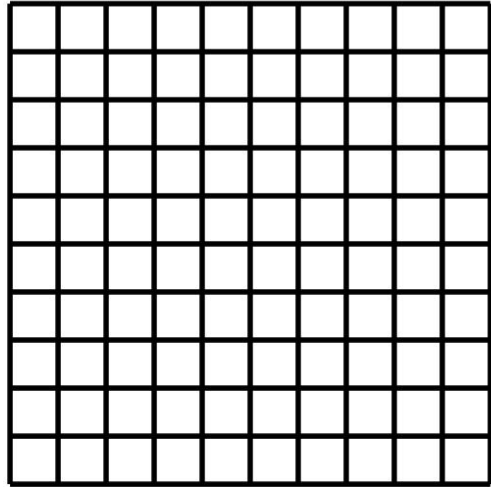
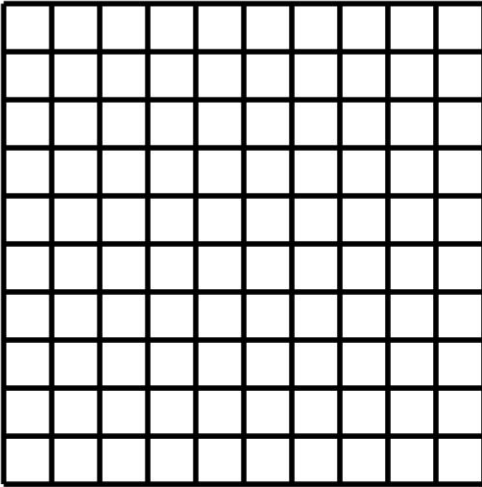
This is called one unit and is worth one-hundredth or 0.01. It is called one-hundredth, because it is one out of one hundred that make up one whole.



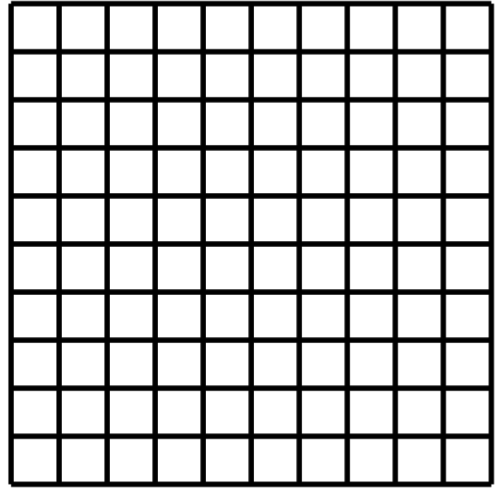
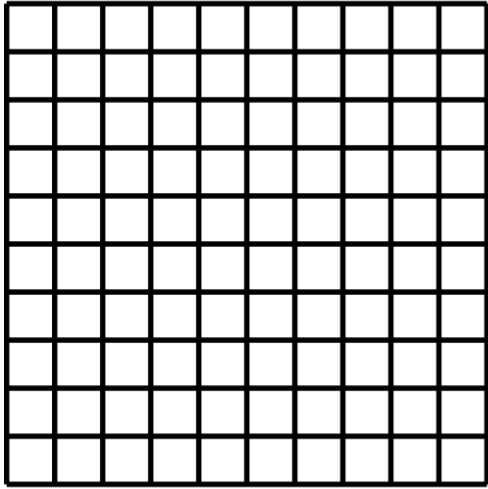
Students need to understand the decimal side of place value. Spend a little bit writing on your white board or chalk board about place value.

\_\_\_\_\_ hundreds      \_\_\_\_\_ tens      \_\_\_\_\_ ones      ●      \_\_\_\_\_ tenths      \_\_\_\_\_ hundredths      \_\_\_\_\_ thousandths

# Printables



[illegible]



Cut these apart to make the  
hundredths.

After explaining the basics of base 10 blocks, ask students to model 1.23 with their blocks. Let the students try for a little while before offering any help. This is where the whole "discovery learning" takes place. Students love to try to figure things out, especially when they have hands-on manipulatives to work with. Walk around the room and make sure that the students are modeling the number correctly. Model the number yourself just to make sure everyone has the same thing. The model should have one flat, two rods, and three units. Have them do this with a couple of more numbers until you are sure everyone understands. Even if some of the students understand, they still like playing with the manipulatives and won't mind doing a couple of extras. Here are some examples you could use. Do these numbers one at a time and stop after each one to make sure everyone knows how to do it.

- **2.47**
- **3.39**
- **1.4**
- **2.7**

Now ask students to put the blocks aside for a second and to get out their "personal white boards." Have them model some numbers by drawing them on these white boards. Here are some examples to use. They can just draw generic pictures of the figures, we aren't in art and our focus is not on how pretty, but whether they understand the concept we are learning. To draw a flat, just a large square is sufficient. To draw a rod, a long, skinny rectangle is fine. To draw a unit, a small square is great. It is not necessary to put in all of the little squares in the flats or rods.

- **2.77**
- **5.07**
- **7.5**
- **8.6**

Now you can draw a couple of pictures of models, and have them write the numbers.

By this time, your students should be comfortable with the concept of decimals.

# Modeling Decimals

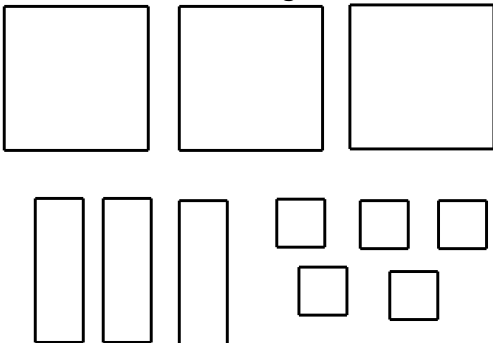
Fill out the following picture with the proper place value names.

\_\_\_\_\_ • \_\_\_\_\_

Draw a model of the decimal  
number 3.89.

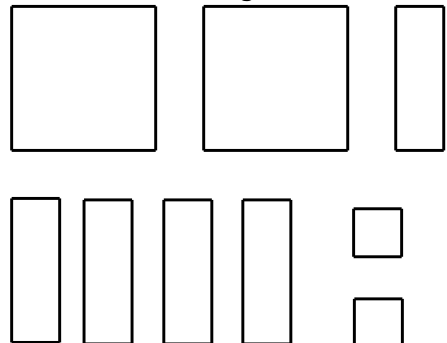
Draw a model of the decimal  
number 4.06.

Write the decimal number of  
the following model.



\_\_\_\_\_

Write the decimal number of  
the following model.



\_\_\_\_\_

# Modeling Decimals

(Answer Key)

Fill out the following picture with the proper place value names.

hundreds

tens

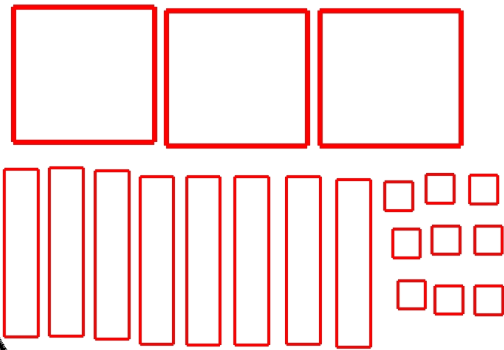
ones

tenths

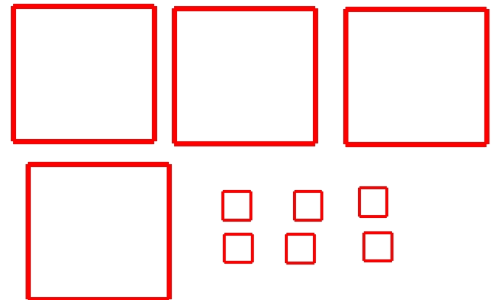
hundredths thousandths

\_\_\_\_\_ • \_\_\_\_\_

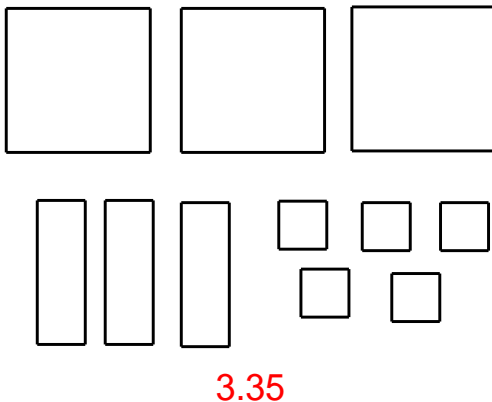
Draw a model of the decimal  
number 3.89.



Draw a model of the decimal  
number 4.06.

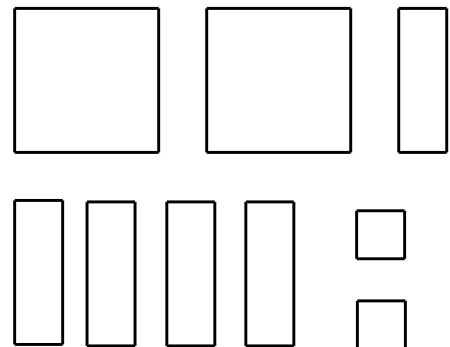


Write the decimal number of  
the following model.



3.35

Write the decimal number of  
the following model.



2.52

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